



## MACEDONIA ELEMENTARY

556 Jones Bridge Road  
Blackville, SC 29817

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	483 Students	
<b>Principal</b>	Teresa G. Reid	803-284-5800
<b>Superintendent</b>	Dr. Teresa L. Pope	803-284-5605
<b>Board Chair</b>	Ms. Evelyn Coker	803-284-4515

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Below Average	Below Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

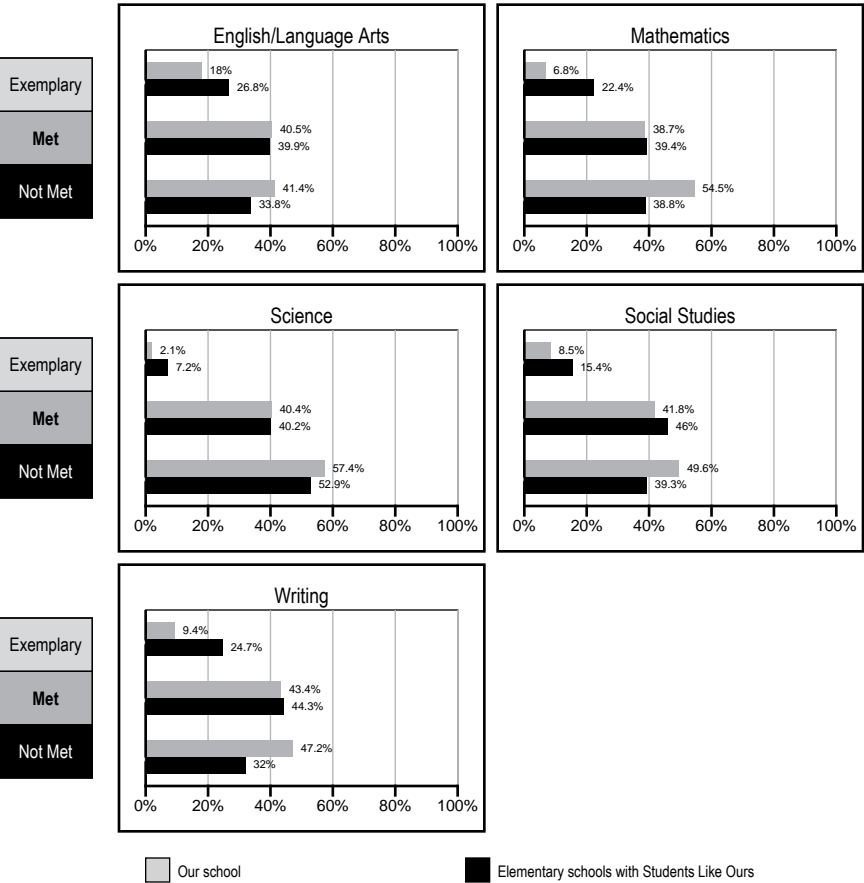
Percent of students tested in 2010-11 whose 2009-10 test scores were located 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	52	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=483)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.7%	1.5%	1.1%
Attendance rate	96.5%	Up from 95.5%	96.1%	96.2%
Served by gifted and talented program	7.3%	Up from 5.6%	5.4%	13.4%
With disabilities other than speech	4.4%	Down from 7.4%	4.3%	4.1%
Older than usual for grade	1.0%	Up from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	40.0%	Up from 37.5%	61.7%	62.5%
Continuing contract teachers	83.3%	Up from 81.3%	82.4%	88.2%
Teachers returning from previous year	86.8%	Up from 84.3%	84.7%	87.8%
Teacher attendance rate	93.6%	Down from 94.2%	95.2%	95.2%
Average teacher salary*	\$39,979	Up 2.1%	\$45,139	\$46,773
Professional development days/teacher	6.4 days	Down from 7.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	0.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.9 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 87.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,234	Down 11.5%	\$8,435	\$7,447
Percent of expenditures for instruction**	59.1%	Down from 59.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	52.9%	Down from 55.1%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The theme for this year at Macedonia was “One Team, One Dream”. Our great team, which included all stakeholders, worked together for the common dream of student achievement. The year was full of rich learning experiences for our teachers, students, and community. Macedonia was recognized by the Education Oversight committee for the second consecutive year for closing the achievement gap among students of different ethnic, racial, and economic backgrounds. The faculty, staff, students, parents, and community members worked together focusing on student-centered instruction, positive school citizenship, healthy choices for living, and arts enrichment.

The outstanding faculty and staff at MES understand that the academic success of our students is largely dependent upon us. As such, we worked tirelessly to provide a challenging instructional program which was driven by both the South Carolina Curriculum Standards and our school and district renewal plans. Teachers received comprehensive, ongoing, professional development designed to help them improve in their craft. Additionally, a number of teachers and staff members continued to work toward earning advanced degrees and additional certification.

A focus on analyzing and using test data provided by Measures of Academic Progress, the Metropolitan Achievement Test, and Benchmark assessments allowed us to provide individualized instruction to each student. Combining other varied assessment tools such as portfolios and teacher created formative assessments made it possible to review each student’s strengths and build challenging and differentiated instruction accordingly.

The School Improvement Council, PTSO, parents, and the community continue to enhance learning at Macedonia with their involvement and support. Students enjoyed many benefits as volunteers came to read, provided incentives, and joined us in celebrating academics, physical fitness, character development, and the arts.

At Macedonia Elementary, we appreciate the support of the District 19 Superintendent, Board of Trustees, and the district’s administrators, who support our school by supplying us with the necessary resources to provide high quality educational programming in a safe, well-maintained facility.

As we move into the 2011/12 academic year, we are committed to carrying on the Macedonia Elementary School tradition of using our combined talents in ways that will ensure our students are given the best education possible!

Brenda Hughes, School Improvement Council Chair  
 Teresa. G Reid, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	24	21
Percent satisfied with learning environment	96.6%	83.3%	89.5%
Percent satisfied with social and physical environment	100.0%	79.2%	73.7%
Percent satisfied with school-home relations	75.0%	83.3%	81.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	246	98.4	40.9	40.9	18.2	70.9	66.4	82.4	No	Yes
Gender										
Male	133	97.7	50.4	35.9	13.7	65	60	78.7	N/A	N/A
Female	113	99.1	30.1	46.6	23.3	77.7	73.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	63	100	37	44.4	18.5	74.1	70.5	88.9	No	Yes
African American	171	97.7	42.4	39.9	17.7	69	64.3	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	36	94.4	87.9	9.1	3	24.2	20.4	48.1	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	225	98.2	42.4	41.4	16.3	69.5	64.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	246	99.2	54.5	38.7	6.8	58.1	57.4	81.9	No	Yes
Gender										
Male	133	99.3	54.6	35.3	10.1	58.8	57.1	79.9	N/A	N/A
Female	113	99.1	54.4	42.7	2.9	57.3	57.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	63	100	42.6	46.3	11.1	74.1	65.4	88.9	Yes	Yes
African American	171	98.8	59.4	36.3	4.4	52.5	54.2	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	22.9	17.6	47.3	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	225	99.1	56.6	37.6	5.9	56.1	56.5	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	155	100	58.3	39.6	2.1	41.7	41.3	68.6
Gender								
Male	86	100	53.2	44.3	2.5	46.8	42.9	68.3
Female	69	100	64.6	33.8	1.5	35.4	39.4	68.9
Racial/Ethnic Group								
White	37	100	45.5	51.5	3	54.5	51.9	80.7
African American	109	100	62.1	35.9	1.9	37.9	38.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	13.6	8.1	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	144	100	60	37.8	2.2	40	40.3	57.3

Social Studies								
All Students	156	98.1	49.3	42.1	8.6	50.7	47.3	72.5
Gender								
Male	79	97.5	55.7	35.7	8.6	44.3	43.6	72
Female	77	98.7	42.9	48.6	8.6	57.1	51.4	73.1
Racial/Ethnic Group								
White	44	97.7	41.7	44.4	13.9	58.3	61.8	81
African American	106	98.1	53.5	40.4	6.1	46.5	41.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	11.1	12.9	40.5
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	137	97.8	51.2	41.6	7.2	48.8	44.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	56	100	47.2	43.4	9.4	52.8	55.2	73.2	96.5	96.3
Gender										
Male	29	100	57.1	32.1	10.7	42.9	51	67.2	96.5	96.1
Female	27	100	36	56	8	64	59.6	79.4	96.6	96.5
Racial/Ethnic Group										
White	12	100	I/S	I/S	I/S	I/S	35.3	81.5	95.7	95.3
African American	43	100	46.5	44.2	9.3	53.5	59.5	61.3	96.8	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.3	97.2
Hispanic	1	I/S	N/A	N/A	N/A	N/A	I/S	66.7	97.2	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	93.6	93.6
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	8.3	26	95.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97.6	97.3
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	65.7	97.2	97.1
Socio-Economic Status										
Subsidized meals	53	100	45.1	45.1	9.8	54.9	57.1	63.2	96.5	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	62	98.4	23.3	38.3	38.3	76.7
	4	57	98.3	46.3	37	16.7	53.7
	5	52	98.1	42.9	49	8.2	57.1
	6	66	100	50	37.1	12.9	50
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	95.7	41.4	27.6	31	58.6
	4	65	98.5	27.1	50.8	22	72.9
	5	56	100	39.6	52.8	7.5	60.4
	6	55	100	58	32	10	42
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	62	100	53.3	30	16.7	46.7
	4	57	100	38.9	50	11.1	61.1
	5	52	98.1	59.2	28.6	12.2	40.8
	6	66	100	45.2	45.2	9.7	54.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	97.1	66.1	27.1	6.8	33.9
	4	65	100	41.7	50	8.3	58.3
	5	56	100	54.7	43.4	1.9	45.3
	6	55	100	56	34	10	44
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	30	100	56.7	20	23.3	43.3
	4	57	100	44.4	50	5.6	55.6
	5	26	100	45.8	37.5	16.7	54.2
	6	32	96.9	72.4	24.1	3.4	27.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	33	100	N/AV	N/AV	N/AV	41.4
	4	65	100	55	40	5	45
	5	28	100	N/AV	N/AV	N/AV	39.3
	6	29	100	N/AV	N/AV	N/AV	37
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	32	100	20	60	20	80
	4	57	100	42.6	53.7	3.7	57.4
	5	25	100	48	44	8	52
	6	34	100	25	56.3	18.8	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	94.4	45.2	32.3	22.6	54.8
	4	65	100	45	48.3	6.7	55
	5	28	96.4	N/AV	N/AV	N/AV	44
	6	27	100	58.3	37.5	4.2	41.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	61	98.4	28.8	33.9	37.3	71.2
	4	57	100	48.1	40.7	11.1	51.9
	5	52	98.1	53.1	24.5	22.4	46.9
	6	65	100	49.2	42.6	8.2	50.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	56	100	47.2	43.4	9.4	52.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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